



Chestnuts Primary School

'Encourage, Enable, Empower'

Overarching Pupil Premium Information 2018 to 2019

PP LEAD: Katie Robins
Yvonne Riggs

PP GOVERNOR:

OUR PP CHILDREN:

- € Total: 117 children (60 male, 57 female) - 28.5% (whole school: 410 children)
- € Year 6: 28 children (14 male, 14 female) - 48.3% (Year 6: 58 children)
- € Year 5: 21 children (10 male, 11 female) - 35.0% (Year 5: 60 children)
- € Year 4: 25 children (15 male, 10 female) - 41.7% (Year 4: 60 children)
- € Year 3: 14 children (7 male, 7 female) - 23.7% (Year 3: 59 children)
- € Year 2: 17 children (8 male, 9 female) - 28.3% (Year 2: 60 children)
- € Year 1: 7 children (3 male, 4 female) - 11.7% (Year 1: 60 children)
- € Year R: 5 children (3 male, 2 female) - 9.4% (Year R: 53 children)

CORE AIM:

The pupil premium is additional funding to raise the attainment of disadvantaged pupils of all abilities and to diminish the gaps between them and their peers.

FUNDING ALLOCATED:

Current FSM and Ever 6 FSM - £1320; LAC and PLAC - £1900; Service children or Ever 6 service child - £300

School amount for 2018 to 2019: £177660

CORE ETHOS:

- Choose your attitude - be positive and have a go
- Work hard and challenge yourself, the possibilities are endless
- Have fun
- Make someone's day

KEY DATA 2018

- Gap in the Year 6 children achieving the expected standard in writing and maths
- Gap in the Year 2 children achieving the expected standard in reading
- Gap in the Year 1 phonics check





- Gap in the EYFS GLD attainment
- Gap in Y1 maths progress
- Gap in Y1 reading, writing and maths attainment
- Gap in Y3 reading, writing and maths progress
- Gap in Y3 reading, writing and maths attainment
- Gap in Y4 reading, writing and maths progress
- Gap in Y4 maths attainment
- Gap in Y5 writing progress
- Gap in Y5 maths attainment
- Gap in Y6 reading and maths progress

KEY STRENGTHS:

- Percentage of Year 6 PP children achieving the expected standard in reading was greater than non-PP
- Percentage of Year 2 PP children achieving the expected standard in writing was greater than non-PP
- Percentage of Year 2 PP children achieving the expected standard in maths was equal to that of the non-PP children
- Year 6 PP progress was above average in reading and writing
- Percentage of Year 2 PP children achieving the expected standard in writing and maths increased
- Percentage of Year 2 PP children achieving GD in reading increased
- Learning mentor - bereavement counselling, work on attachment, anger management, social skills
- Art therapist – delivers therapeutic support to key children
- Family support worker - provides early help, raises awareness of external services including the food bank
- Attendance officer - supports and challenges attendance, meetings and independent attendance plans put in place
- Nurture Provision – provides academic activities alongside nurture provision and social skill interventions

MAIN BARRIERS:

- Attendance
- Parental engagement in home learning
- Emotional health and wellbeing of pupils
- The number of children not being school ready when joining Early Years
- Aspirations of the children and families
- High proportion of PP children also have SEND

KEY PRIORITIES:

- € All pupils achieve well, having a deep knowledge and understanding of all curriculum areas and are ready for the next step of learning
- € The continued pursuit of excellence for all, successfully creating a culture of high expectations, accountability, aspirations and scholastic excellence





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- € Pupils are thoughtful and reflective citizens equipped with the moral and emotional resilience to succeed in all aspects of their lives
- € Pupils make accelerated progress to achieve the best outcomes possible
- € To be resourceful and ensure financial sustainability for the future

WHOLE SCHOOL KEY STRATEGIES:

- Quality first teaching strategies support the progress of disadvantaged children
- Progress of disadvantaged pupils is in line with national averages
- Attainment and progress for all pupils is in line with national
- Performance management is incisive and effective
- The curriculum is broad and balanced
- Teachers have high expectations for all pupils
- Pupils are equipped with the skills to achieve
- SMSC equips pupils to be thoughtful and caring and active citizens in school and society
- Incidents of poor behaviour are rare and dealt with effectively
- The stimulating environment and organised curriculum proved rich experiences in EYFS
- Parents and carers are highly involved and motivated

